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ABSTRACT

The degree objectives of prospective graduate students from the various ethnic groups were investigated in this study by using the extensive (200,000 plus) Graduate Record Examination (GRE) registrant population of 1976-1977. GRE scores, undergraduate grade point average, and being a male were the important predictors of students' expectations of obtaining a doctor's rather than a master's degree, and this was generally true for each of the ethnic groups. Characteristics of their undergraduate institutions such as affluence, selectivity, and the predominant racial make-up, generally had little influence. Black and Hispanic/Indian students had higher degree aspirations than White or Oriental students with similar characteristics. However, there is marked similarity among the ethnic groups in the percentages planning to obtain a doctorate at the various GRE percentiles for their group. This suggests that each group acts as a particular frame of reference for students within it. For each of the major field areas (humanities, natural sciences, social sciences), the variables available for this study did not highly predict which students expected to obtain the higher degree. (multiple R's in the .30s). (Author)

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GRE

GRADUATE RECORD EXAMINATIONS

THE GRADUATE DEGREE ASPIRATIONS OF ETHNIC STUDENT GROUPS AMONG GRE TEST-TAKERS

John A. Centra

GRE Board Professional Report GREB No. 77-7?

December 1979

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Abstract

The degree objectives of prospective graduate students from the various ethnic groups were investigated in this study by using the extensive (200,000 plus) GRE registrant population of 1976-1977. GRE scores, undergraduate GPA, and being a male were the important predictors of students' expectations of obtaining a doctor's rather than a master's degree, and this was generally true for each of the ethnic groups. Characteristics of their undergraduate institutions such as affluence, selectivity, and the predominant racial make-up, generally had little influence. Black and Hispanic/Indian students had higher degree aspirations than White or Oriental students with similar characteristics. However, there is marked similarity among the ethnic groups in the percentages planning to obtain a doctorate at the various GRE percentiles for their group. This suggests that each group acts as a particular frame of reference for students within it. For each of the major field areas (humanities, natural sciences, social sciences), the variables available for this study did not highly predict which students expected to obtain the higher degree (multiple R's in the .30s).

The Graduate Degree Aspirations of Ethnic Student Groups Among GRE Test-Takers

John A. Centra

Although racial and ethnic minority groups have been historically underrepresented in U. S. colleges and universities, most have made sizable gains in recent years. In 1970, Black Americans, Mexican Americans, Native Americans, and Puerto Ricans made up an estimated 6.8 percent of the enrollment in higher education. By 1978, 10.7 percent of the enrollees were from these four groups, a figure somewhat closer to their 16 percent of the population.[1] In spite of these gains, however, only 7 percent of the doctorates awarded to U.S. citizens in 1977 were awarded to Black Americans, Hispanics, or Native Americans, and many of these were in education (National Research Council, 1978).

Despite the relatively low proportion who receive advanced degrees, past research indicates that the aspirations of at least some of the minority ethnic groups are high. Drawing on a national sample of entering college freshmen, Bayer and Baruch (1969) found that a greater proportion of Black than White students hoped to obtain a master's or doctor's degree. Dreger and Miller's (1968) review of research came to a similar conclusion although their review did suggest that the educational expectations of Black students were much less than their aspirations. A more recent study, however, found that even the educational expectations or plans of Black seniors in college exceeded those of Whites (Baird, Clark and Hartnett, 1973). Aspirations and expectations also differ by sex according to the findings of a longitudinal study of students at 10 Black colleges conducted by Gurin and Epps (1975). They noted that women had aspirations as high as men but expectations that were significantly lower. The Black males, Gurin and Epps also found, were twice as likely as the Black females to earn a doctoral degree.

Aspirations have likely increased in recent years because of efforts to attract more minority ethnic students into graduate and professional schools. In the Davis (1964) study of 30,000 college seniors conducted in the early 1960's, Black and White students were about equally motivated toward graduate study, although Blacks were more highly motivated than disadvantaged Whites. Davis also found that more of the Oriental than White students planned graduate work.

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[1] Unpublished estimated figures provided by the Ford Foundation through Fred E. Crossland.

Not yet entirely understood is how the graduate and professional degree plans for the various ethnic groups relate to academic ability and other student characteristics. How do the level of academic ability and achievement and the type of undergraduate institution attended influence the aspirations of minority students? What are the important predictors of aspirations and do they differ across the racial and ethnic groups? Do the various minority groups have more ambitious graduate degree plans than White students when other factors such as ability, sex, or the quality of their undergraduate institution are held constant? These are the major questions to be addressed in this study.

Procedure

The sample for this study consisted of students who took the Graduate Record Examinations (GRE) Aptitude Test in 1976-77 and who completed at least some of the background information questions given in conjunction with the test. A total of 223,582 students registered and took the test, and also completed at least one background question.[2] Approximately 192,000 of these were U. S. citizens who indicated their ethnic background on the questionnaire. U. S. citizens only were included in order to minimize the number of foreign born and foreign educated students. The ethnic identification question asked students, "How do you describe yourself?" Eight choices were listed: (1) American Indians, Eskimo or Aleut, (2) Black or Afro-American or Negro, (3) Mexican-American or Chicano, (4) Oriental or Asian-American, (5) Puerto Rican, (6) Other Hispanic or Latin-American, (7) White or Caucasian, (8) Other. For brevity, only the first designation for each ethnic group will be used hereafter in this report.

The dependent variable in this study, educational aspirations, was determined by the student's response to the question, "What is your eventual degree objective?" Of those responding, 59 percent planned to obtain a master's degree and 34 percent a doctorate. The remaining seven percent planned to obtain an intermediate degree (such as specialist), or indicated nondegree study. Only those planning to obtain a master's or doctor's degree are included in the major analyses for this study. Educational aspirations then, is operationally defined as the student's eventual degree objective,

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[2]The 223,582 individuals included those who registered through ETS prior to one of the national administrations to take the GRE and who actually took the test as scheduled. Those who took the test under other circumstances or who did not complete at least one of the background questions are not included.

and specifically whether he or she planned to obtain a master's or doctor's degree (a dichotomous response).

Most of the students in the sample were college seniors or had not yet had any graduate school experience at the time they completed the questionnaire. Although it is not known how many actually went on for advanced study, it is interesting to note that Baird (1974) found that 75 percent of the male and 65 percent of the female college seniors in his sample who said they were going on to advanced study were actually in graduate or professional school a year later. Close to one fourth of the GRE test-takers typically have some graduate school experience (Altman, 1977). Just under 40 percent of the Black students in the sample had taken some graduate level courses, and many of these students were majoring in education. In brief, the sample for this study consisted of GRE registrants, most of whom were hoping to enroll in graduate school. Since some students enter graduate programs without having taken the GRE, the sample includes a high proportion but obviously not all prospective enrollees. Although generalizations from the results must necessarily be limited because of the nature of the sample, the number of students and the information available on each provided an excellent base to investigate minority group aspirations.

Since the students had indicated their graduate degree plans fairly late in their careers, their responses may more accurately reflect expectations rather than aspirations. Had the respondents been college freshmen, for example, their expressed plans or aspirations could be expected to be much less realistic.

Because abilities, aspirations and other student characteristics could be expected to differ according to a student's field of study, analyses were carried out for three major groups: humanities, social sciences and natural sciences. The 98 disciplines included in the GRE code list were grouped into these three general areas. Several of the disciplines in the biological and physical sciences had very limited numbers from some of the smaller ethnic groups, so grouping the majors as natural sciences increased the number in the groups. Moreover, the number of analyses to be completed also became more manageable. Intended major field of study in graduate school rather than undergraduate major field was used to group students because it reflected the student's most current interest.

The predictor variables consisted of four student characteristics and six institutional characteristics. Minority group membership was also used as a predictor for one set of the analyses. The student characteristics were: sex, GRE-Verbal score, GRE-Quantitative (Q) score, and grade point average (GPA) during the final two

years of college. GPA and gender were reported by students in the background questionnaire; they reported their grades on a seven-point scale ranging from "D or lower" (1) to "A" (7). GRE scores were based on actual test performance. The institutional variables were taken from a summary tape that contained data on American colleges and universities obtained from various sources such as the federal government and the American Council on Education. The name of student's undergraduate college (the last one attended) was obtained on the GRE registration form. Because approximately a third of the registrants did not provide this information, the sample for this study was further reduced to 145,318. The following institutional variables were included for each student's undergraduate institution:

1. predominant race (1 = White, -1 = Black)
2. sex composition (1 = single sex, - 1 = coeducation)
3. selectivity (seven-point index with 7 as the highest selectivity),
4. affluence (total revenues in dollars per student with 1 = $750 or less and 9 = over $2,500),
5. enrollment (undergraduate and graduate total),
6. percentage of seniors from the college who go on to graduate or professional schools.

The student and institutional variables included in the study are limited to those available from the sources indicated. Other factors, such as family socioeconomic status or faculty influence might be important in predicting aspirations but were not available.

The regressions of student aspirations (i.e., whether they plan to obtain a master's or doctor's degree) on the various student and institutional variables were compared for the minority and White groups. Multiple regression was also used to investigate relationships within each of the racial and ethnic groups. Since two of the institutional predictor variables (race and sex composition), and the dependent variable were dichotomous responses, Goodman (1975) notes that the results found in this study might be underestimations of actual relationships. However, as Goodman also points out, this would occur only for those groups for which the proportions do not fall between 0.25 and 0.75. As will be shown in Tables 1, 2, and 3, the master's degree-doctor's degree splits for all ethnic groups are between 0.30 and 0.70, well within the limits suggested by Goodman. The sex composition of the institutions, on the other hand, has a very extreme split (over 90 percent attend coeducation institutions), as does predominant race for all but the Black student groups. Therefore, regression results for these variables should be interpreted cautiously.

In addition to the various multiple regression analyses, the aspirations of students within the ethnic groups were analyzed by comparing the percentages planning to obtain a doctorate at each of 10 GRE percentile ranges for each ethnic group.

Results

The number and percentage of students planning to obtain a master's or doctor's degree are given in Table 1 for each of the seven minority groups and for the white sample. In most instances, an M.A. or M.S. is the eventual degree objective of the majority of students. But there were some exceptions: over half of the men planning to major in the social sciences who identified themselves as American Indian, Puerto Rican, or Other Hispanic hoped to obtain a doctorate; so did a few other male ethnic groups. Generally speaking, in relation to all other groups, fewer Whites or Orientals planned to obtain a doctorate. In spite of these somewhat lower aspirations, the White and the Oriental groups scored higher than all other groups on the GRE Aptitude Test. The Black sample of students, on the other hand, scored somewhat lower than other groups on the GRE-V and GRE-Q. These Black students also tended to graduate from smaller, less selective, and less affluent undergraduate colleges. As indicated in the Appendix, the average enrollment of the undergraduate colleges attended by Black students was close to 8,000 or at least 4,000 less than those attended by other ethnic groups. Likewise, the selectivity and affluence indicators for the colleges attended by the Black group were among the lowest. At the other extreme, Oriental student samples tended to graduate from large, affluent and selective institutions: enrollment averaged between 16,000 and 19,500 and affluence averaged close to eight on a nine-point scale (see Appendix).

Differences in individual and institutional characteristics among the various ethnic groups suggested that the groups should not be combined into a single minority classification when investigating aspirations. Yet studying each group separately would result in extremely small samples in some fields for some ethnic groups and greatly increase the number of analyses and interpretations required. The student and institutional descriptive information, moreover, suggested that it was appropriate to look at Black, Oriental, and White students separately and that the other four groups could reasonably be grouped into a Hispanic/Indian designation. Doing so resulted in clear differences among the four groups on the variables included in the study, as shown in Tables 2 and 3. Means and average percentages, as well as the standard deviations, are presented in Table 2 for the Black and White groups and in Table 3 for the Hispanic/Indian and Oriental groups. The figures differ slightly from some of those in the Appendix because the latter set included a larger sample of GRE registrants rather than only those planning to obtain a master's or doctor's degree. Approximate N's are given in Tables 2 and 3 because not all students responded to every background question. Close to 40 percent of the Black students attended predominantly Black undergraduate institutions while an insignificant

number of students from the other groups did. Well over 90 percent of each of the four groups attended coeducation colleges or universities. About only 60 percent of of the students' undergraduate institutions reported the percentage of graduates who typically go on to advanced study; this figure varied from the mid-30s for the Black group to close to 50 percent for the Oriental group. The Oriental group also scored highest on the GRE-Quantitative part, while Whites averaged highest among the groups on the GRE-Verbal. The GRE score range was generally a little more than a standard deviation and a half between the Black mean scores and those of Whites or Orientals. The range in grade-point averages among the groups was less than a standard deviation. The Hispanic/Indian group was typically in the middle of the range for most of the individual and institutional variables.

Within Group Analyses

The first major concern in this study was to identify and compare the predictors of aspirations for each of the ethnic groups. Tables 4 through 9 provide the results of the regression analyses for each of the four ethnic groupings by each of the three major field areas. For the resulting twelve analyses, the tables list the standard regression weights, raw score regression weights, t-statistics, correlations, and the multiple correlation. Raw score regression weights are included because, unlike the standard regression weights, they are invariate with regard to population selection. Therefore, restriction of range does not affect the raw score regression weights. Because of the large sample sizes, small regression weights are frequently statistically significant. Rather than discussing all statistically significant weights, a decision was made to highlight mainly standard regression weights greater than .08. Weights of this magnitude would seem to have some practical significance. The regression weights indicate the influence of each variable after all others are partialled out (controlled). The multiple r's are generally in the .30 to .35 range and do not vary greatly between groups. The accuracy of the prediction, therefore, is about the same for the groups but, as will be discussed below, the predictors vary.

Humanities. For Black students planning graduate work in the humanities, the GRE-Verbal score is easily the best single predictor of student plans to obtain a doctor's degree (Table 4). This was true whether other variables in the study were statistically controlled or not. That is, GRE-V had the highest regression weight (.298) as well as the highest zero-order correlation with aspirations (.24). Being a male (.095 standard regression weight) and having attended a college where seniors tend to go on to graduate or professional school also has some positive influence on aspiring to a doctorate. For White students in the humanities, the pattern as seen in Table 4 is similar to that of Blacks except for the added importance of GPA. For Whites, having higher GRE-V scores, a higher GPA, and being male, ranked as the three most important predictors of degree plans.

For the Hispanic/Indian group, GPA, and to a lesser extent GRE-V, were weighted highest (see Table 5). Being male and having attended a smaller institution also influenced degree aspirations somewhat. For Oriental students, the GRE-V and GPA were the only variables that significantly predicted degree plans (Table 5).

Social sciences. For Black majors in the social sciences, as indicated in Table 6, having a higher GPA ranked second to GRE-V in predicting degree aspirations after the effects of other variables were partialled out. Being male was also a significant factor. Grade-point average and GRE-V were the most important determinants for Whites in the social sciences, followed closely by being male. The institutional variables were not especially important in predicting aspirations for either group (Table 6).

For the Hispanic/Indian group (Table 7), GPA received the highest weight followed by being male and GRE-V, a pattern identical with the White social sciences majors. Having attended a more selective undergraduate institution also had a small influence for those in the Hispanic/Indians group. Among Oriental students, males with higher GRE-V scores and higher GPAs were more likely to plan to obtain a doctor's rather than a master's degree.

Natural sciences. For Black students majoring in the natural sciences (Table 8), GRE-V and -Q, and GPA had similar regression weights. Being male was also a significant predictor. For White students in the natural sciences, being male was primary, followed by GPA and GRE-V (Table 8).

Students in the Hispanic/Indian group, as indicated in Table 9, more likely aspired to a doctor's degree in the natural sciences if they had high GPAs. GRE-V ranked second but with considerably less weight; also having some influence was whether students attended an undergraduate institution that sent many graduates on to advanced study. For Oriental students, GRE-Q scores carried the greatest weight in predicting graduate degree plans. GPA and GRE-V were also significant (Table 9).

Within group aspirations by GRE percentile distributions. Aspirations within each of the ethnic groups were further studied by noting the percentage planning to obtain a doctorate at the various GRE percentile score ranges within the groups. For the GRE-Verbal and Quantitative tests, results were tabulated for each of 10 percentile ranges. These results are presented in Tables 10 and 11. Each of the ethnic groups had fairly consistent increases in the proportion planning to obtain a doctorate as GRE scores increased. For example, 17 percent of the white students in the humanities who were in the 0 to 10 percentile range for white students on the GRE-V planned to obtain a doctorate (Table 10).

The percentage for the group increases steadily to a high of 66 percent at the top range. Similarly, for black students the percentage increases from 19 at the bottom percentile range to 66 in the 91 to 99 percentile range for the black student sample. This same pattern is evident for each ethnic group, for the three major fields, and for both the GRE-Verbal and Quantitative tests. Also noteworthy are the similarities in percentages planning a doctorate when one compares groups of students at the same percentile level within different ethnic groups. Specifically, Table 10 indicates that black and white students who stand in their respective top decile in humanities have the same level of degree aspiration (66%). In general, the percentages vary among the groups by less than seven or eight points. The progression is the most consistent among the groups in the social sciences, where the sample sizes are largest. Exceptions are most frequent in the humanities where the number of minority students was smallest (note the Oriental group in particular).

Comparison of Ethnic vs. White Aspirations

A second question addressed in this study was whether the various ethnic groups have more ambitious graduate degree plans than White students when other factors such as ability, sex, or qualities of the undergraduate institution are statistically controlled. To answer this question, additional regression analyses included membership in the specific minority group as another variable in predicting graduate degree objective. Tables 13 through 17 provide the results by major field areas for each of the three ethnic groupings vs. White group membership. Because sample size is especially critical in the interpretation of this type of analysis, a two-to-one random sample of White students was selected for each analysis. Doing so maintained a consistent split for each analysis and thus facilitated comparisons across populations of the effects of group memberships. The following results focus on ethnic group membership since other variables were discussed earlier.

Black vs. White group membership. The regression values given in Tables 12 and 13 indicate that when the student and institutional variables available for this study were partialled out, Black students were more likely to aspire to a doctor's degree than White students. This was especially true for students planning graduate work in the social sciences, where the standard regression weight was .245 for minority group membership (Table 12). In the humanities, the standard regression weight was .207 (Table 12), and in the natural sciences it was .199 (Table 13). In the social sciences and the natural sciences ethnicity was the best predictor of graduate degree plans after other variables were controlled, while in the humanities it ranked second to GRE-V. By itself, however, ethnicity is by no means the best predictor: the zero order correlations were low negative in all three subject field areas.

Hispanic/Indian vs. White group membership. As indicated in Tables 13 and 15, being in the Hispanic/Indian as opposed to White category meant that students would more likely aspire to a doctor's degree when the other variables were partialled out. For all three fields, the regression weights were significant but in no instance was minority group membership the best predictor of degree plans. In fact, in the humanities and social sciences it ranked fourth behind GPA, GRE-V, and being male.

Oriental vs. White group membership. In the humanities and social sciences (Table 16), being Oriental rather than White had very little influence on degree plans after controlling for other factors. The regression weight for minority group membership was small or insignificant for both of these major field areas. The zero-order correlations were also insignificant. In the natural sciences, however, proportionately more Orientals than Whites with equal characteristics aspired to a doctorate (Table 17).

Discussion

Student test scores, undergraduate grades, and gender appear to predict their graduate degree plans better than the characteristics of the undergraduate institutions they attend. Moreover, this was generally the case for each of the White and ethnic groups analyzed in this study. The important predictors of students' expectations of obtaining a doctor's rather than a master's degree were such characteristics as their GRE scores, GPA during the last two years of undergraduate college, and being a male. The multiple correlations were generally in the .30 to .35 range suggesting that variables other than those available for this study also play a significant role in predicting degree expectations. These might include such variables as student finances, socioeconomic status, and type of job desired. For some of the ethnic groups, one or two of the institutional variables included in this study were related to aspirations, although even in these instances less so than the individual student variables. For example, the percentage of graduates who continue on to advanced study predicted the expectations of obtaining a doctorate for Blacks in the humanities as well as for natural science majors from the Hispanic/Indian group. As noted earlier, however, two of the institutional variables, sex composition and predominant race, had extreme proportional splits and this may have underestimated their influence. That is, over 90 percent of each of the student groups attended coeducation institutions, and well over 90 percent of all but the Black student groups attended predominantly white institutions. Previous studies (e.g., Astin, 1963; Thistlethwaite, 1965) have demonstrated the importance of the undergraduate college "press" in influencing career decisions of

graduates, and it may be that this press has an even greater influence on minority students, particularly those hoping to go on in fields other than the social sciences.

For students planning to major in the social sciences, individual characteristics--specifically GRE-V, GPA, and being male--predicted degree aspirations about equally for each of the ethnic groups as well as for White students. GRE-V and GPA were, in fact, the most consistent predictors of degree aspirations regardless of intended field of study or ethnic group. GRE-Q was only influential for natural science majors, in particular for Oriental students and, to some extent, for the Black and White groups (not at all for the Hispanic/Indian group). Since students generally know their GPAs--indeed this study used self-reported GPAs--it is not especially surprising that grades are influential determinants of degree plans. What is somewhat surprising, however, is the relationship between GRE aptitude scores and plans since most students had not yet taken the test at the time they indicated their degree plans. Apparently, prospective graduate students, regardless of ethnic background, have a fairly accurate notion of where they stand relative to others and this information plays a part in formulating their degree objectives.

The similarity among the ethnic groups in the percentages planning to obtain a doctorate at the various GRE percentile distributions for their groups suggests that each group acts as a particular frame of reference for students within it. For example, black students may formulate their aspirations in part by how they compare to other black students. This may be true for other variables as well as GRE scores, including those not measured in this study. Further research might test the reference group hypothesis by asking students how they think they compare to other students in their own ethnic group on tested ability, grades, and other variables.

The fairly consistent relationship between sex and degree aspirations is also somewhat surprising. In nine of the twelve major field/ethnic group analyses, males were more likely than females to aspire to a doctor's degree even after the ability levels of both groups were held constant. (Exceptions were Oriental humanities and natural sciences majors and Hispanic/Indian natural science majors.) These sex differences would have been predictable a decade or so ago, but at this stage they seem to belie recent efforts to change sex role expectations. Perhaps it is too early to discern changes in women's doctoral expectations, or that recent

efforts have only succeeded in reducing what might have been a much greater effect. Only future analyses will shed light on this possibility.

Analyses of the effects of ethnic group membership on degree plans indicated that Blacks and Hispanic/Indian students had higher degree aspirations than White students with similar characteristics (insofar as the variables included in this study were statistically controlled). This was especially true for students in the Black sample. Aspirations for these Black students are consistent with the high aspirations noted in past studies in which different samples were used. For Black and Hispanic/Indian students who are applying to graduate school (or at least are GRE test-takers), the task is less to raise their aspirations to the doctoral-level than it is to work toward better admissions and completion rates.

In comparison to the other minority ethnic groups, students in the Oriental sample were more similar to White students on many of the variables included in the study; being Oriental rather than White, moreover, did not highly predict degree plans after taking into account whatever differences did exist, with the exception of a slight effect in the natural sciences.

In generalizing from this study, the particular nature of the sample--GRE Aptitude test-takers--must be kept in mind. A sample of all college seniors or even of all applicants to graduate school might produce somewhat different results.

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Table 1

Number of Each Ethnic Group Planning to Obtain
A Masters and Doctorate Degree[a]
N=145,318

Ethnic Group		Humanities N=20,886		Social Sciences N=81,222		Natural Sciences N=43,210	
		Master's	Doctorate	Master's	Doctorate	Master's	Doctorate
American Indian, Eskimo or Aleut	Men	24 (56)	19 (44)	81 (44)	102 (56)	57 (55)	46 (45)
	Women	26 (67)	13 (33)	134 (64)	77 (36)	48 (68)	23 (32)
Black or Afro-American	Men	186 (53)	163 (47)	1,381 (57)	1,059 (43)	372 (49)	385 (51)
	Women	299 (60)	196 (40)	3,162 (67)	1,523 (33)	745 (62)	464 (38)
Mexican or Chicano	Men	71 (61)	46 (39)	431 (58)	310 (42)	146 (61)	95 (39)
	Women	66 (68)	31 (32)	494 (73)	180 (27)	79 (65)	42 (35)
Oriental or Asian-American	Men	72 (66)	37 (34)	210 (56)	166 (44)	290 (49)	307 (51)
	Women	69 (64)	39 (36)	356 (68)	165 (32)	227 (57)	171 (43)
Puerto Rican	Men	28 (47)	31 (53)	80 (36)	142 (64)	105 (54)	89 (46)
	Women	40 (59)	28 (41)	126 (53)	113 (47)	67 (52)	63 (48)
Other Hispanic or Latin American	Men	37 (54)	32 (46)	108 (45)	132 (55)	71 (48)	78 (52)
	Women	34 (50)	34 (50)	160 (59)	109 (41)	38 (46)	45 (54)
White or Caucasian	Men	5,263 (57)	3,992 (43)	17,789 (58)	12,788 (42)	11,669 (51)	11,154 (49)
	Women	6,542 (65)	3,468 (35)	29,069 (73)	10,775 (27)	11,207 (69)	5,127 (31)

[a]Percentage in parentheses.

Table 2

Mean or Percentage Information for Black and White Student Groups[a]

	Humanities		Social Sciences		Natural Sciences	
	Black Students N=844	White Students N=19,000	Black Students N=7,125	White Students N=70,400	Black Students N=1,966	White Students N=38,000
Student Variables						
Graduate Degree Objective (% planning doctorate)	43	39	36	33	43	42
Sex (% Female)	59	52	66	57	62	41
GRE-Verbal Mean	397 (109)	552 (115)	363 (103)	513 (111)	378 (99)	527 (103)
GRE-Q Mean	351 (99)	509 (118)	341 (101)	500 (118)	409 (121)	594 (119)
GPA (last 2 college yrs.)[b]	4.9 (1.0)	5.6 (1.0)	4.7 (1.0)	5.4 (1.0)	4.6 (1.0)	5.4 (1.0)
Institutional Variables						
Race (% from predominantly black institutions)	37	<1	41	<1	43	<1
Sex Composition (% from coed institutions)	95	95	97	97	96	96
Selectivity[c]	3.0 (2.1)	4.4 (1.5)	2.6 (1.9)	4.1 (1.5)	2.7 (2.1)	4.5 (1.5)
Affluence[d]	6.9 (2.2)	7.4 (2.1)	6.7 (2.2)	7.0 (2.3)	7.0 (2.1)	7.6 (2.0)
Average Enrollment	8,453	12,209	7,984	12,684	8,152	13,808
Advanced study (average % to advanced study)[e]	37	42	34	39	36	41

[a] Standard deviations in parentheses

[b] Seven-point scale in which 1=D or lower, 5=B, 6=A-, and 7=A.

[c] Seven-point index with seven as highest selectivity.

[d] Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.

[e] Data was available for about only 60 percent of the groups.

Table 3

Mean or Percentage Information for Hispanic/Indian and Oriental Student Groups[a]

	Humanities		Social Sciences		Natural Sciences	
	Hispanic/ Indian N=560	Oriental N=217	Hispanic/ Indian N=2,779	Oriental N=897	Hispanic/ Indian N=1,092	Oriental N=995
Student Variables						
Graduate Degree Objective (% planning doctorate)	42	35	42	37	44	48
Sex (% Female)	48	50	50	58	37	40
GRE-Verbal Mean	461 (126)	543 (120)	434 (116)	493 (114)	449 (108)	485 (119)
GRE-Q Mean	418 (122)	547 (115)	409 (118)	515 (123)	515 (128)	618 (115)
GPA (last 2 college yrs.)[b]	5.4 (1.0)	5.7 (.9)	5.1 (1.1)	5.3 (1.0)	5.0 (1.1)	5.3 (1.0)
Institutional Variables						
Race (% from predominantly black institutions)	<1	0	<1	<1	<1	<1
Sex Composition (% from coed institutions)	96	95	98	97	97	97
Selectivity[c]	4.1 (1.7)	5.1 (1.4)	3.6 (1.7)	4.7 (1.4)	4.0 (1.7)	5.1 (1.4)
Affluence[d]	7.1 (2.2)	8.2 (1.5)	6.5 (2.4)	7.8 (1.7)	7.1 (2.1)	8.1 (1.5)
Average Enrollment	14,380	16,780	14,996	18,640	14,178	19,195
Advanced study (average % to advanced study)[e]	43	52	40	48	43	52

[a] Standard deviations in parentheses

[b] Seven-point scale in which 1=D or lower, 5=B, 6=A-, and 7=A.

[c] Seven-point index with seven as highest selectivity.

[d] Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.

[e] Data was available for about only 60 percent of the groups.

Table 4

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Black and White Students Planning Graduate Work in Humanities[a]

Predictors	Black Students, N=844			White Students, N=19,265		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex (M=1)	.095 (17)	.048	2.80	.124 (09)	.060	17.27
GRE-Verbal	.298 (24)	.001	6.87	.276 (30)	.001	32.96
GRE-Q	-.080 (08)	*	-1.94	-.068 (14)	*	-8.14
GPA	.068 (13)	.032	1.94	.166 (22)	.082	23.08
Institutional Variables						
Predominant Race	-.012(-02)	-.006	-.24	.002 (00)	.019	.34
Sex Composition	-.003 (04)	-.003	-.07	-.001 (01)	-.001	-.15
Selectivity	-.101 (01)	-.025	-1.63	.002 (09)	.001	.25
Affluence	-.012 (00)	-.003	-.30	-.008 (05)	-.002	-.96
Enrollment	-.066(-06)	*	-1.73	-.015(-02)	*	-2.18
% to Advanced Study	.097 (10)	.002	2.17	.050 (10)	.001	6.36
	Multiple correlation = .30			Multiple Correlation = .35		
	$F_{(10;\ 833)} = 8.47,\ p < .001$			$F_{(10;\ 19,264)} = 270.55,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 5

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Hispanic/Indian and Oriental Students Planning Graduate Work in Humanities[a]

	Hispanic/Indian, N=560			Oriental, N=217		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.089 (06)	.044	2.06	.035(-02)	.017	.48
GRE-Verbal	.121 (18)	.001	2.09	.188 (20)	.001	2.33
GRE-Q	-.013 (12)	*	-.23	-.039 (07)	*	-.46
GPA	.220 (23)	.104	5.15	.145 (16)	.077	2.00
Institutional Variables						
Predominant Race	-.031(-01)	-.122	-.73	* --	*	*
Sex Composition	-.011 (01)	-.014	-.27	.092 (09)	.100	1.31
Selectivity	.097 (09)	.029	1.66	-.057 (01)	-.020	-.59
Affluence	-.030 (03)	-.007	-.59	.133 (09)	.042	1.72
Enrollment	-.085(-08)	*	-2.03	-.083(-09)	*	-1.18
% to Advanced Study	-.012 (04)	*	-.23	-.057 (01)	-.001	-.63
	Multiple Correlation = .30			Multiple Correlation = .29		
	$F_{(10; 549)} = 5.45, p < .001$			$F_{(10; 206)} = 1.88, p < .05$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 6

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Black and White Students Planning Graduate Work in Social Sciences[a]

	Black Students, N=7,125			White Students, N=70,421		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.092 (11)	.046	7.99	.178 (16)	.085	47.69
GRE-Verbal	.200 (28)	.001	13.09	.186 (24)	*	41.78
GRE-Q	.049 (22)	*	3.31	-.017 (17)	*	-3.70
GPA	.134 (17)	.063	11.51	.193 (22)	.089	51.75
Institutional Variables						
Predominant Race	.014 (11)	.007	.85	-.002 (00)	-.012	-.65
Sex Composition	.016 (05)	.020	1.34	* (00)	*	.10
Selectivity	.010 (14)	.003	.50	.013 (10)	.004	2.59
Affluence	-.002 (08)	*	-.12	.019 (08)	.004	4.38
Enrollment	-.016 (05)	*	-1.26	-.008 (01)	*	-2.14
% to Advanced Study	.045 (13)	.001	3.22	.031 (09)	*	7.83
	Multiple Correlation = .33			Multiple Correlation = .34		
	$F_{(10;\ 7,114)} = 18.00,\ p < .001$			$F_{(10;\ 70,410)} = 932.87,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 7

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Hispanic/Indian and Oriental Students Planning Graduate Work in Social Sciences[a]

	Hispanic/Indian, N=2,779			Oriental, N=897		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.162 (15)	.080	8.86	.173 (13)	.085	5.17
GRE-Verbal	.166 (25)	.001	7.04	.205 (24)	.001	4.96
GRE-Q	-.006 (19)	*	-.27	-.080 (13)	*	-1.95
GPA	.204 (25)	.094	11.14	.175 (20)	.085	5.19
Institutional Variables						
Predominant Race	-.001 (02)	-.002	-.04	-.074 (-05)	-.260	-2.30
Sex Composition	.009 (01)	.016	.48	.034 (05)	.045	1.05
Selectivity	.063 (17)	.019	2.44	.050 (11)	.017	1.24
Affluence	.025 (14)	.005	1.06	-.032 (05)	-.009	-.87
Enrollment	-.017 (02)	*	-.94	* (-03)	*	.00
% to Advanced Study	.041 (15)	.001	1.91	.065 (12)	.002	1.80
	Multiple Correlation = .37			Multiple Correlation = .34		
	$F_{(10;\ 2,768)} = 43.21,\ p < .001$			$F_{(10;\ 886)} = 11.26,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 8

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Black and White Students Planning Graduate Work in Natural Sciences[a]

	Black Students, N=1,966			White Students, N=39,157		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.091 (12)	.046	3.88	.156 (17)	.078	28.92
GRE-Verbal	.135 (19)	.001	4.63	.124 (20)	*	21.27
GRE-Q	.121 (21)	.001	4.09	.071 (23)	*	11.15
GPA	.128 (17)	.061	5.72	.135 (17)	.065	26.60
Institutional Variables						
Predominant Race	-.044(-04)	-.022	-1.35	-.001 (00)	-.009	-.27
Sex Composition	.004 (01)	.005	.19	-.024(-01)	-.029	-4.85
Selectivity	-.081 (00)	-.019	-1.90	.036 (10)	.012	5.26
Affluence	.028 (03)	.007	1.08	.002 (06)	*	.41
Enrollment	-.015(-02)	*	-.60	-.044(-03)	*	-8.78
% to Advanced Study	* (01)	*	-.01	.012 (07)	*	2.19
	Multiple Correlation = .30			Multiple Correlation = .31		
	$F_{(10;\ 1,955)} = 18.67,\ p < .001$			$F_{(10;\ 39,146)} = 425.25,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 9

Correlations and Regression Weights for Student and Institutional Variables When Predicting Graduate Degree Objective for Hispanic/Indian and Oriental Students Planning Graduate Work in Natural Sciences[a]

	Hispanic/Indian, N=1,092			Oriental, N=995		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.017 (02)	.009	.53	.047 (08)	.024	1.43
GRE-Verbal	.109 (20)	.001	2.93	.099 (19)	*	2.72
GRE-Q	.038 (17)	*	.93	.156 (24)	.001	3.96
GPA	.202 (23)	.092	6.72	.119 (18)	.059	3.64
Institutional Variables						
Predominant Race	-.011 (03)	-.034	-.37	-.059(-03)	-.447	-1.90
Sex Composition	-.001 (01)	-.001	-.03	.021 (03)	.028	.66
Selectivity	.050 (13)	.015	1.23	.014 (09)	.005	.34
Affluence	-.013 (07)	-.003	-.36	.007 (04)	.002	.21
Enrollment	-.021(-02)	*	-.70	-.047(-06)	*	-1.53
% to Advanced Study	.080 (13)	.002	2.29	-.031 (06)	-.001	-.78
	Multiple Correlation = .30			Multiple Correlation = .30		
	$F_{(10;\ 1,081)} = 10.59,\ p < .001$			$F_{(10;\ 984)} = 9.48,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

Table 10

Percentage Planning to Obtain a Doctorate by GRE-Verbal Percentile Distributions for Each Ethnic Group

		Percentile Range									
	N[a]	0 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 99
Humanities											
Black	(359)	19	25	46	40	37	48	47	46	56	66
White	(7460)	17	24	27	32	35	39	43	49	55	66
Hispanic/ Indian	(234)	28	33	34	40	36	46	48	51	39	63
Oriental	(76)	0	26	38	21	39	29	35	33	45	59
Social Sciences											
Black	(2582)	14	22	24	29	34	35	42	51	51	59
White	(23563)	14	20	25	28	32	35	38	42	47	53
Hispanic/ Indian	(1165)	24	30	27	34	44	44	42	54	58	65
Oriental	(331)	20	27	28	31	26	38	45	52	50	55
Natural Sciences											
Black	(849)	28	32	36	45	43	43	43	48	53	62
White	(16281)	26	31	34	36	40	42	44	50	52	61
Hispanic/ Indian	(481)	28	33	40	40	44	43	47	44	53	67
Oriental	(478)	33	35	41	46	55	43	51	53	58	67

[a]Number planning to obtain a doctorate.

Table 11

Percentage Planning to Obtain a Doctorate by GRE-Quantitative Percentile Distribution for Each Ethnic Group

		Percentile Range									
	N[a]	0 to 10	11 to 203	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 99
Humanities											
Black	(359)	36	34	44	32	45	46	48	35	56	48
White	(7460)	27	32	36	36	35	37	43	44	48	50
Hispanic/ Indian	(234)	35	32	49	36	37	41	44	38	49	58
Oriental	(76)	22	42	36	22	20	58	30	52	30	35
Social Sciences											
Black	(2582)	17	24	27	32	33	37	43	46	49	53
White	(23563)	19	25	27	31	32	35	36	40	43	48
Hispanic/ Indian	(1165)	23	37	32	39	39	44	46	50	58	53
Oriental	(331)	21	39	35	28	38	43	31	49	44	44
Natural Sciences											
Black	(849)	25	29	37	41	41	45	48	53	58	57
White	(16281)	21	28	34	37	42	46	47	51	52	59
Hispanic/ Indian	(481)	23	35	48	39	43	56	43	38	50	61
Oriental	(478)	23	37	44	40	47	50	49	62	72	56

[a]Number planning to obtain a doctorate.

Table 12

Correlations and Regression Weights for Student and Institutional Variables with Black vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Humanities and Social Sciences[a]

	Humanities N=2,444[b]			Social Sciences N=21,125[c]		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.081 (06)	.040	4.04	.145 (13)	.070	21.32
GRE-Verbal	.346 (22)	.001	11.89	.228 (20)	.001	23.06
GRE-Q	-.058 (10)	*	-2.03	.022 (15)	*	2.21
GPA	.120 (15)	.057	5.69	.187 (19)	.082	26.32
Minority Group (+1)	.207(-04)	.107	7.91	.245(-03)	.123	27.27
Institutional Variables						
Predominant Race	-.061(-03)	-.044	-2.20	.026 (04)	.018	2.77
Sex Composition	-.009 (02)	-.011	-.44	.003 (01)	.003	.38
Selectivity	-.003 (04)	-.001	-.09	-.018 (09)	-.005	-1.66
Affluence	.008 (04)	.002	.35	.015 (07)	.003	1.92
Enrollment	-.008 (00)	*	-.38	-.001 (02)	*	-.07
% to Advanced Study	.005 (05)	*	.21	.048 (10)	.001	6.43

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

Multiple Correlation = .32

$F_{(11;\ 2,432)} = 25.37,\ p < .001$

[a]Blacks = 844; Whites 1,600

Multiple Correlation = .34

$F_{(11;\ 21,113)} = 252.73,\ p < .001$

[b]Blacks = 7,125; Whites = 14,000

*These weights had numerical values at the fourth decimal point or beyond.

Table 13

Correlations and Regression Weights for Student and Institutional Variables with Black vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Natural Sciences[a]

N=5,966[b]

	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables			
Sex	.126 (15)	.062	9.03
GRE-Verbal	.163 (16)	.001	8.70
GRE-Q	.124 (18)	*	6.12
GPA	.133 (16)	.060	9.68
Minority Group (+1)	.199 (-01)	.105	11.26
Institutional Variables			
Predominant Race	-.056 (-03)	-.040	-3.05
Sex Composition	-.035 (-03)	-.042	-2.74
Selectivity	-.026 (03)	-.007	-1.21
Affluence	.012 (03)	.003	.83
Enrollment	-.021 (-01)	*	-1.53
% to Advanced Study	.010 (04)	*	.67

Multiple Correlation = .31

$F_{(11;\ 5,954)} = 55.71,\ p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parenthesis with the decimal point omitted.

[b]Black students = 1,966; White students = 4,000.

*These weights had numerical values at the fourth decimal point or beyond.

Table 14

Correlations and Regression Weights for Student and Institutional Variables with Hispanic/Indian vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Humanities and Social Sciences[a]

	Humanities N=1,660[b]			Social Sciences N=8,279[c]		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.121 (08)	.060	5.00	.181 (17)	.087	16.78
GRE-Verbal	.290 (25)	.001	9.07	.181 (19)	.001	13.01
GRE-Q	-.104 (11)	*	-3.33	-.011 (14)	*	-.77
GPA	.168 (20)	.082	6.85	.191 (20)	.088	17.70
Minority Group (+1)	.107(-02)	.055	4.23	.163(-09)	.083	14.48
Institutional Variables						
Predominant Race	* (02)	.001	.011	-.006 (00)	-.024	-.58
Sex Composition	-.065(-04)	-.073	-2.68	.021 (02)	.029	1.96
Selectivity	.028 (10)	.009	.83	.026 (11)	.008	1.72
Affluence	.002 (05)	.001	.08	.029 (10)	.006	2.24
Enrollment	-.093(-08)	*	-3.89	.001 (03)	*	.09
% to Advanced Study	.030 (09)	.001	1.09	.015 (09)	*	1.28
	Multiple Correlation = .35			Multiple Correlation = .35		
	$F_{(11;\ 1,648)} = 20.60,\ p < .001$			$F_{(11;\ 8,267)} = 106.76,\ p < .05$		

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b] Hispanic/Indians=560; Whites=1,100

[c] Hispanic/Indians=2,779; Whites=5,500

*These weights had numerical values at the fourth decimal point or beyond.

Table 15

Correlations and Regression Weights for Student and Institutional Variables with Hispanic/Indian vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Natural Sciences[a]

N=3,092[b]

	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables			
Sex	.088 (11)	.044	4.60
GRE-Verbal	.100 (16)	*	4.39
GRE-Q	.087 (19)	*	3.58
GPA	.159 (18)	.075	8.71
Minority Group (+1)	.108(-02)	.056	5.69
Institutional Variables			
Predominant Race	-.017 (00)	-.078	-.99
Sex Composition	* (01)	.001	.05
Selectivity	.026 (09)	.008	1.05
Affluence	.008 (05)	.002	.39
Enrollment	-.028(-02)	*	-1.56
% to Advanced Study	.030 (07)	.001	1.44

Multiple Correlation = .28

$F_{(11;\ 3,080)} = 24.21,\ p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b]Hispanic/Indians = 1,092; Whites = 2,000.

*These weights had numerical values at the fourth decimal point or beyond.

Table 16

Correlations and Regression Weights for Student and Institutional Variables with Oriental vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Humanities and Social Sciences[a]

	Humanities N=667[b]			Social Sciences N=2,697[c]		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.032 (-01)	.016	.82	.172 (14)	.083	9.04
GRE-Verbal	.255 (28)	.001	5.71	.203 (26)	.001	8.81
GRE-Q	.033 (16)	*	.72	-.039 (17)	*	-1.70
GPA	.109 (18)	.054	2.75	.208 (23)	.097	10.89
Minority Group (+1)	-.014 (03)	-.007	-.34	.041 (-03)	.021	2.17
Institutional Variables						
Predominant Race	-.008 (-02)	-.035	-.22	-.038 (-03)	-.190	-2.11
Sex Composition	.026 (02)	.034	.67	.005 (02)	.006	.28
Selectivity	-.081 (02)	-.026	-1.49	.028 (12)	.009	1.34
Affluence	.035 (04)	.009	.75	.009 (09)	.002	.40
Enrollment	-.018 (-01)	*	-.46	-.017 (-01)	*	-.89
% to Advanced Study	.018 (07)	.007	.39	.047 (12)	.001	2.31
	Multiple Correlation = .31			Multiple Correlation = .36		
	$F_{(11;\ 655)} = 6.52,\ p < .001$			$F_{(11;\ 2,685)} = 36.66,\ p < .001$		

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b]Oriental = 217; Whites = 450

[c]Orientals = 897; Whites = 1,800

*These weights had numerical values at the fourth decimal point or beyond.

Table 17

Correlations and Regression Weights for Student and Institutional Variables with Oriental vs. White Group Membership Used as a Predictor When Predicting Graduate Degree Objective, for Students Planning Graduate Work in Natural Sciences[a]

N=2,995[b]

	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables			
Sex	.128 (16)	.064	6.65
GRE-Verbal	.111 (18)	*	5.23
GRE-Q	.090 (24)	*	3.97
GPA	.142 (18)	.069	7.70
Minority Group (+1)	.082(-07)	.043	4.34
Institutional Variables			
Predominant Race	-.023 (00)	-.213	-1.30
Sex Composition	-.030(-02)	-.038	-1.66
Selectivity	.006 (09)	.002	.25
Affluence	.012 (06)	.003	.62
Enrollment	-.041(-03)	*	-2.30
% to Advanced Study	.023 (09)	.001	1.09

Multiple Correlation = .31

$F_{(11;\ 2,983)} = 29.45,\ p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b]Orientals = 995; Whites = 2,000

*These weights had numerical values at the fourth decimal point or beyond.

Appendix

Mean Selectivity[a] and Affluence[b] Indicators, and the Average Enrollment of Undergraduate Institution of Students in Each Ethnic Group, by Intended Graduate School Major

Ethnic Group	Humanities			Social Science			Natural Science		
	Selectivity	Affluence	Enrollment	Selectivity	Affluence	Enrollment	Selectivity	Affluence	Enrollment
American-Indian, Eskimo, or Aleut	4.04	7.09	12,367	3.65	6.81	14,846	3.97	7.31	12,670
Black or Afro-American	2.96	6.85	8,349	2.61	6.65	7,957	2.72	6.94	7,936
Mexican or Chicano	3.82	6.72	13,924	3.24	5.95	15,153	3.67	6.67	15,247
Oriental or Asian-American	5.13	8.11	16,278	4.68	7.86	18,861	5.11	8.15	19,510
Puerto Rican	4.51	7.44	13,665	4.59	7.51	16,505	4.65	6.97	13,694
Other Hispanic or Latin-American	4.37	7.40	15,799	4.11	7.29	14,244	4.46	7.65	14,088
White or Caucasian	4.36	7.37	12,096	4.06	6.99	12,581	4.47	7.60	13,728

[a]Seven-point index with 7 as the highest selectivity

[b]Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.